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ABSTRACT

Information in the guidelines for Kentucky programs for exceptional children includes administration of classroom units and criteria for special classes and programs in the areas of crippled and special health problems, home and hospitalized instruction, trainable and educable mentally handicapped, deaf, hard of hearing, neurologically impaired, emotionally disturbed, speech handicapped, and visually handicapped. Also considered are the work study program coordinator, the textbook program for the visually impaired, summer enrichment programs, and federal scholarships for preparation of professional personnel. (JD)

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GUIDELINES
FOR
PROGRAMS FOR EXCEPTIONAL CHILDREN AND YOUTH
IN
KENTUCKY PUBLIC SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PART I

EXCEPTIONAL CHILDREN AND YOUTH

EXCEPTIONAL CHILDREN (KRS 157.200) means children who differ or deviate from the average or normal children in physical, mental, emotional, or social characteristics and abilities to the extent that they require specialized education in order to attain the maximum of their abilities and capacities.

Areas of exceptionalities of children* who require specialized education are listed below:

I. CRIPPLED AND SPECIAL HEALTH PROBLEMS

II. MENTALLY RETARDED (Educable and Trainable)

III. HEARING HANDICAPPED (Deaf and Hard of Hearing)

IV. NEUROLOGICALLY IMPAIRED (Learning Disabilities)

V. EMOTIONALLY DISTURBED

VI. SPEECH HANDICAPPED

VII. VISUALLY HANDICAPPED

* See Part III for specific definitions of exceptional children.

PART II

CLASSROOM UNITS FOR
EXCEPTIONAL CHILDREN AND YOUTH

A CLASSROOM UNIT

"In allotting classroom units for special instructional services for exceptional children, one classroom unit shall be included for each teacher approved to teach such children in accordance with the provisions of law and regulations of the State Board of Education." (KRS 157.360(5)).

THE CRITERIA for classroom units for exceptional children are for the guidance of superintendents in planning instructional programs to include classroom units for the various classifications of exceptional children. The administration and supervision of Special Education programs for exceptional children are the primary responsibility of the local superintendent of schools, in accordance with laws and State Board of Education Regulations. Classroom units for exceptional children are allocated to local school districts provided the following criteria are met:

1. Approved Teacher;
2. Approved Housing;
3. Planned Program; and
4. Required Number of Children in Membership.

AN APPROVED TEACHER is one who instructs exceptional children in accordance with State Board of Education Regulations pursuant to KRS 157.200 - 157.290 and KRS 157.360(5). The teacher shall be certified for classroom teaching and shall have the required special preparation for the type of exceptionality of the children enrolled in the unit. Certification is based upon the completion of a specific preparation program in effect at an approved teacher education institution. Prospective teachers and employers might also inquire of the State Department of Education about any special recruitment programs which might be in effect.

Special Education preparation is not required of home instruction teachers although it is recommended that these teachers qualify for Special Education certificates. (See Certification Bulletin.) The teacher of home instruction and/or hospital instruction may serve on a regular elementary teaching certificate if the majority of the children are of elementary school age or on a secondary certificate if the majority of the children are of high school age.

APPROVED HOUSING facilities must meet the same standards for regular classrooms as specified in State Board of Education Regulations, Chapter 22. In addition, housing plans should include needed facilities such as proper toilet arrangements, lunch-room service, special equipment and special materials according to the classification of exceptional children being served. Housing and equipment provisions shall be stated on the Application for Tentative Approval for Classroom Units for Teachers of Exceptional Children before approval can be given.

Classroom units for special classes, with the exception of classes for the trainable mentally retarded, shall be located in elementary or secondary schools so that handicapped children are not segregated from non-handicapped children. The selection of housing in an elementary or secondary school will be dependent upon the age range of the pupils. The location of a classroom unit for the trainable mentally retarded in other facilities must be approved by the Division of Special Education and the Division of Buildings and Grounds, State Department of Education.

PLANNED PROGRAM as determined by careful study of educational needs of children with handicaps shall be one basis on which classroom units are allocated. Each classroom unit shall serve only one classification of exceptional children. Those children with multiple handicaps should be classified for educational purposes by the major educational handicap.

The planned program for children with exceptionalities should provide for:

1. Effective, accurate identification including diagnosis of defect by appropriate professional authority, and proper classification as to defect and ability;

2. Necessary adjustment of the curriculum to meet individual as well as group needs and abilities.

REQUIRED NUMBER OF CHILDREN IN MEMBERSHIP is necessary for the allocation of a classroom unit. As shown in the table below, the membership in classroom units for exceptional children varies in size.

REQUIRED NUMBER OF EXCEPTIONAL CHILDREN
BY TYPE OF CLASSROOM UNIT

Type of Classroom Unit	No. of Children Per Unit
CRIPPLED AND SPECIAL HEALTH PROBLEMS	
Special Classes	8 - 20
Home Instruction	8 - 12
Hospital Instruction	8 - 20
MENTALLY RETARDED	
Educable (Special Classes)	15 - 20
Trainable (Special Classes)	6 - 12
HEARING IMPAIRED	
Deaf (Special Classes)	8 - 12
Hard of Hearing (Special Classes)	10 - 20
NEUROLOGICALLY IMPAIRED (Learning Disabilities)	
Special Classes	6 - 8
EMOTIONALLY DISTURBED	
Special Classes	6 - 10
SPEECH HANDICAPPED	
Itinerant	75 - 100 per week
VISUALLY HANDICAPPED	
Resource Room	5 - 10
Itinerant Teacher Plan	5 - 10
Cooperative Class Plan	5 - 10
Special Class Plan	5 - 10

CHILDREN WITH MULTIPLE HANDICAPS

On the basis of the major handicap, a child with multiple handicaps may be enrolled in the unit which can best serve the child.

FRACTIONAL CLASSROOM UNIT is a unit having fewer children than prescribed in the required pupil-teacher ratio as shown in the preceding table or the program is in operation less than a full-day or a full school year. Such units may be allotted and certified on a basis proportionate to the minimum pupil-teacher ratio and/or the proportionate length of the school day or the school year.

THE LENGTH OF THE SCHOOL DAY shall be the same as for non-handicapped children except when the child's handicap indicates a legitimate need for an adjusted day.

The school day for TRAINABLE MENTALLY RETARDED, NEUROLOGICALLY IMPAIRED (LEARNING DISABILITIES) AND EMOTIONALLY DISTURBED children may be less than six clock hours provided the superintendent of the district requests such reduction. The school day for these classes shall not be less than four and one-half clock hours. The superintendent's written request for reduction shall be made on an annual basis prior to the beginning of the school year.

The teacher shall spend the remaining one and one-half hours of the school day in preparation. If the teacher is assigned other teaching duties for the remaining one and one-half hours of the school day, the unit allotted to the school district will be reduced proportionately.

THE LENGTH OF THE SCHOOL YEAR shall be the same as for non-handicapped children.

PROCEDURES IN ESTABLISHING A CLASSROOM UNIT FOR TEACHERS OF EXCEPTIONAL CHILDREN AND YOUTH

LOCAL RESPONSIBILITY

The school superintendent, representing the local board of education, has the primary responsibility for initiating, establishing and administering the instructional program for exceptional children in the community. He, with others of his professional staff, community representatives, and the leadership and consultation services of the Division of Special Education, State Department of Education, must determine the advisability and the means of providing this important part of the total instructional program. This planning should begin at least a year in advance of the time that the program is to be initiated. The success or failure of the program will depend in a large measure on the soundness and thoroughness of the planning and ultimate administrative policies established for the operation of the program.

It must be remembered that classroom units for teachers of exceptional children are allocated under KRS 157.360(5) and are not ASIS units.

STATE CONSULTATION AND SERVICE

The State Department of Education has two general and broad objectives: (a) To provide over-all leadership and guidance; and (b) To give specific service whenever possible.

In meeting the leadership objective, the staff of the Division of Special Education is available for consultation with individual superintendents and their staffs to: (a) Discuss instructional services required by handicapped children in each classification, the needed physical facilities, the importance and kind of special equipment and instructional materials and aids, and basic housing considerations; (b) Help prepare school personnel, parents, and the community for acceptance of educational provision for children with deviations from the average.

The local school district, in asking the State Department of Education to fulfill the service objective, may secure help from staff specialists in the: (a) Identification and classification of handicapped children in the school and community; (b) Preparation of materials for teachers, parents, board members, and the community; (c) Implementation of a balanced in-service program dealing directly with instruction of handicapped children; (d) Clarification and use of "lines of communication" making possible assistance from related organizations in care of handicapped children, e.g., Commission for Handicapped Children, University of Kentucky Speech and Hearing Center, Kentucky Schools for the Deaf and Blind, Frankfort State Hospital and School, and others; and (e) Evaluation of the various classroom units for exceptional children in school districts providing Special Education services.

PLANNING THE PROGRAM

To know the numbers and types of exceptional children in a school district and to recognize the need for instructional programs for these children, certain information is necessary, such as:

1. How many children with handicaps may we expect to find in the juvenile population of the community?
2. What professional authorities should help assess the child's physical and/or mental handicap?
3. What type of Special Education setting or school placement should be provided for children with handicaps?

The following table should prove to be a helpful guide in answering some of these questions:

CLASSIFICATION	RECOMMENDED PROFESSIONAL EXAMINER	POSSIBLE SCHOOL PLACEMENT	APPROXIMATE NO. IN JUVENILE POPULATION
CRIPPLED AND SPECIAL HEALTH PROBLEMS	Heart Specialist Orthopedist Pediatrician Neurologist Family Physician	Crippled children special class in elementary and/or secondary school Home and Hospital Instruction Regular class	1 in each 200
EDUCABLE MENTALLY RETARDED	Psychologist Psychometrician	Special class in elementary and/or secondary school	2 in each 100
TRAINABLE MENTALLY RETARDED	Psychologist Psychometrician	Special class in elementary school or other approved facilities	1 in each 300
DEAF	Otologist Otolaryngologist Audiologist	Special class for deaf in elementary and/or secondary school Kentucky School for the Deaf Private residential school	1 in each 1,000
HARD OF HEARING	Otologist Otolaryngologist Audiologist	Special class in elementary and/or secondary school Lipreading and auditory training while in regular class	1 in each 200
NEUROLOGICALLY IMPAIRED (LEARNING DISABILITIES	Physician Neurologist Psychologist	Special class in elementary and/or secondary school	1 in each 100
EMOTIONALLY DISTURBED	Psychiatrist Physician Neurologist Psychologist	Special class in elementary and/or secondary school	2 in each 100
SPEECH HANDICAPPED	Speech Correctionist Speech Pathologist	Regular and/or special class with provision for speech correction	3 or 4 in each 100
VISUALLY HANDICAPPED	Ophthalmologist Optometrist	Public school programs for visually handicapped Kentucky School for the Blind	1 in each 1,000

DETERMINE NEEDS FOR SPECIAL EDUCATION

The first step is to make a comprehensive survey of the juvenile population in the community to determine the number and types of handicaps of children who need to be enrolled in Special Education programs. This survey must include those children of school age who are not enrolled in school, as well as those who are enrolled, since many of them may not be in attendance because the school has not had a suitable type program to meet their needs. The pre-school population should be surveyed also.

Special techniques for the selection of children for Special Education programs are discussed in Part III.

EXAMINATION BY PROFESSIONAL AUTHORITY

Those children identified through the survey should be examined by the appropriate professional examiner (see Table on page 7). Reports of examination should be kept on file in the local school district.

SELECTION OF CHILDREN

The records from professional authorities and school progress reports should be reviewed to determine children eligible for enrollment in Special Education programs.

ADMISSION AND RELEASE COMMITTEE

The most advantageous manner of determining placement, admission and release of children from Special Education programs, is the "Admission and Release Committee." This committee may function in a group setting or by other coordinated plan and should be made up of the following: (1) The superintendent and/or local supervisor of Special Education; (2) The building principal; (3) A psychologist and/or guidance counselor; (4) The Special Education teacher and the classroom teacher who last had the child enrolled; and (5) Other professional personnel concerned with the class or the individual child.

Factors pertinent to placement or release of children to/from Special Education programs are discussed in detail in Part III.

SELECTION OF CLASSROOM

Survey all classrooms to locate appropriate facilities. (See sections dealing with each type of handicap for specific recommendations as well as section entitled, "Housing" on page 3.)

SELECTION OF TEACHER
Survey possible teaching personnel to select a well-prepared and certified Special Education teacher (see page 2, "Approved Teacher"). Contact the Division of Teacher Education and Certification, State Department of Education, at an early date to inquire about the teacher's qualifications. Prospective teachers and employers might also inquire of the State Department of Education about any special recruitment programs which might be in effect.

LOCAL BOARD APPROVAL OF PROPOSED PLAN
Prepare for approval of the local board of education a plan describing the program, physical facilities, teaching personnel, general policies, procedures, rules for admission and release of pupils, for classroom unit(s) for exceptional children to be established.

COMMUNITY EDUCATION
Plan and carry out a program of community education to gain the acceptance and support of parents, civic and business organizations, public and private agencies, school personnel, and the general public.

ORIENTATION PROGRAMS
Programs should be conducted to orient supervisors, pupil personnel directors, building principals, teachers, etc., to the aims and objectives of Special Education programs. Consultation services are available upon request from the staff of the Division of Special Education, State Department of Education.

CURRICULUM, MATERIALS, EQUIPMENT
Arrange for an adjusted curriculum for the classification of exceptional children enrolled in the classroom unit. Consider the special instructional materials and equipment needed as outlined in the sections dealing with each type of handicap.

APPLICATION FOR UNIT
Request tentative allotment of classroom units for the instruction of exceptional children from the State Department of Education by filling out the APPLICATION FOR TENTATIVE APPROVAL FOR CLASSROOM UNITS FOR TEACHERS OF EXCEPTIONAL CHILDREN in accordance with KRS 157.360(5).

It must be remembered that classroom units for exceptional children are not ASIS units. Classroom units for exceptional children are allotted on the basis of need, approved teacher, facilities, etc., as outlined in the criteria.

CERTIFICATION OF UNIT

Activate the classroom unit after receipt of tentative approval from the State Department of Education. Keep all records, curriculum plans, etc., readily available for audit by the Division of Special Education. The Division will evaluate the program and certify final approval of the unit.

SPECIAL EDUCATION PROGRAMS IN DISTRICT OTHER THAN THAT OF CHILD'S RESIDENCE

CONTRACT AGREEMENT

"If the number of children in one classification of exceptionality in a district is not sufficient to justify a Special Education program, the board shall provide instruction by contract with another county or independent district that maintains an approved Special Education program for that type child. When a district undertakes, under operation of a tuition contract or of law, to provide in its classes for these pupils residing in another district, the district of their residence shall share the total cost of the Special Education program in proportion to the number of pupils or in accordance with contract agreement between the two districts." (KRS 157.280(1)).

TRANSPORTATION

"The school board of the school district in which any child resides shall pay for his transportation to the class in the other school district, cost not to exceed three hundred dollars for one school year, unless the school board of the other district provides this transportation to the class, in which case the cost of transportation will be included in the total cost of the Special Education facility." (KRS 157.280(2)).

PART III

CRITERIA FOR PROGRAMS FOR
EXCEPTIONAL CHILDREN AND YOUTH

PROGRAMS FOR CRIPPLED AND SPECIAL HEALTH PROBLEMS

SPECIAL CLASSES

Definition:
Special classes are for children who are so handicapped through congenital or acquired defects in the use of their bodies as to be unable to function with normal children of the same age, or they may have certain illnesses such as epilepsy, rheumatic fever, asthma, nephritis and hemophilia which prevent their attendance in a regular class.

Age Range: 5 - 21 years

Class Size: (Membership) 8 - 20 children per teacher

Approved Teacher:
A teacher for children with crippling conditions should be certified for classroom teaching and also for teaching the crippled. Certification is based upon the completion of a specific preparation program in effect at an approved teacher education institution. Prospective teachers and employers might also inquire of the State Department of Education about any special recruitment programs which might be in effect.

Screening Considerations:

1. Is the child known to the Commission for Handicapped Children? Or, is he under the care of a private orthopedic physician?
2. Has he the intellectual capacity to learn?
3. Has he achieved social and emotional maturity to the extent that he can socially adjust?
4. Has he had or can he get satisfactory medical care and treatment to minimize his physical handicap?
5. Is he completely or partially able to move about the classroom?

6. Should the child be placed on a home instruction program or will enrollment in a special class for crippled children be more advantageous?

7. Could the child attend regular school if transportation and other ancillary services are available?

Class Placement:

1. Placement of a child in special classes should be made by the Admission and Release Committee, based on pertinent information from a qualified medical examiner. The medical reports for each child should be on file in the superintendent's office for audit at anytime.

2. The medical statement should include the medical diagnosis, prognosis and such additional recommendations the examiner cares to make.

3. Sources of information concerning crippled children include the local health department, the Commission for Handicapped Children, and private physicians.

Classroom Considerations:

1. Classrooms for crippled children should be housed in a centrally located school to minimize transportation costs and to serve a maximum number of children.

2. Classrooms should be on first floor near entrances unless elevators or easy ramps are provided. If steps are used, they must be sturdily built and equipped with handrails.

3. Classrooms at least as large as for a regular group of non-handicapped children are needed.

4. Classrooms should be located within the building to provide maximum contact with non-handicapped children of the same age group.

5. Toilet facilities, a drinking fountain, provision for rest and facilities for speech correction, occupational and/or physical therapy should join the classroom or be easily accessible and of sufficient size and design to accommodate children with crutches and wheelchairs.

6. Facilities should be provided for rest periods and should include space for cots, etc., if necessary.

7. Lunchroom facilities should be on the same floor, if possible.

8. Large storage space is essential.

Instructional Aids:

1. Specialized standing tables, relaxation chairs, wheelchairs, walkers, standing bars, should be provided when necessary and as recommended by the orthopedic physician or physical therapist.

2. All furniture should be movable, adjustable, and adaptable to the child's needs as an aid for continuation of treatment, comfort, and security. These should be of sturdy construction.

3. Typewriters, large pencils, large chalk, and occasionally large-type books are needed by individual children as a means of meeting needs brought about by weak or damaged muscles, poor eye coordination.

4. Appropriate handwork and art materials are desirable and helpful in releasing creative talents --- puppets and dramatics are excellent media of expression for physically handicapped children.

Length of School Day:

The length of the school day shall be the same as for non-handicapped children.

HOME INSTRUCTION PROGRAMS

Definition:
Home instruction is individualized instruction for children who are so handicapped through congenital or acquired defects in the use of their bodies as to be physically unable to attend school even with the help of special transportation; or they may have certain illnesses such as epilepsy, rheumatic fever, asthma, nephritis and hemophilia which prevent their attendance in a regular class. Excluded from this category is the child who is mentally retarded but not physically handicapped, and the child whose only handicap is speech, vision, or hearing. Children with communicable diseases cannot be enrolled on a home instruction program.

Age Range: 5 - 21 years

Pupil-Teacher Ratio: (Membership) 8 - 12 pupils per teacher

Approved Teacher:
Special Education preparation is not required of home instruction teachers although it is recommended. The teacher must hold a regular Kentucky teaching certificate valid at the level of the majority of pupils he is instructing.

Referral Procedures:
Children may be referred by doctors, public health nurses, teachers, parents and others. To be effective, proper study of the child's needs should be made and a summary report supplied to the superintendent. The Admission and Release Committee should determine on the basis of the physical and educational needs whether or not the child is to be assigned to the home instruction program.

Placement:
The physical and educational needs of children who are to receive home instruction should be the determining factor in placing children in membership. There must be impartial assignment where physical and educational needs indicate that such assignment is advisable.

Assignment should be made only when proper medical reports, certifying that the child is unable to attend the regular schools because of a physical condition, are presented by a qualified professional authority. Medical reports should be received before placement is made.

In determining which children are to receive home instruction, it will be generally understood that a school age child whose physical handicap will prevent him from attending regular school thirty days or more will be considered. Children who cannot attend school because of handicaps such as rheumatic fever, poliomyelitis, heart conditions, cerebral palsy, accidents, various types of surgery, etc., should be considered for placement on home instruction programs. Children who have only speech problems, hearing problems, visual problems, or mental retardation are not eligible for home instruction since these conditions do not prevent regular school attendance.

When the child is homebound because of a communicable disease, the service cannot be offered.

Medical Examination:
The medical statement should include medical diagnosis, prognosis, and such recommendations as the medical examiner cares to make. Suggested reporting forms are available from the Division of Special Education. These medical reports should be on file in the superintendent's office for audit at any time.

Schedule of Visits:
As soon as the case load has been established, the teacher should make out a visitation schedule. A sample form for this schedule is available from the Division of Special Education. A copy of this schedule should be on file in the superintendent's office.

The home instruction teacher will be asked to submit reports to the Division of Special Education periodically during the school year. Forms for this purpose will be sent to the school district when the reports are due.

Attendance Records:
Attendance records should be kept for children on the home instruction program. These must be a regular record book with monthly reports on enrollment, withdrawal, and attendance, made to the director of pupil personnel of the school district. The home instruction program, in the case of reporting to the director of pupil personnel, is considered a separate school. The home instruction program should follow the regular school calendar insomuch as practical. When unusual conditions arise, the items may have an explanatory footnote.

Recording Attendance:
A child enrolled on the home instruction program and receiving instruction on the basis of the minimum standard of two (2) visits per week is considered as being in attendance five days. Each visit should be a minimum of one hour. One visit per week is recorded as two and one-half days attendance. Attendance records kept by the home instruction teacher should be maintained on this basis. Absences should be made up whenever possible. Any variations from this rule in cases of holidays, etc., should be noted in an explanatory footnote.

Travel Expenses:
It is the responsibility of the local board of education to defray the travel expenses incurred by the home instruction teacher in the execution of his duties. Provision is made for these expenses under Instructional Travel and Expense as shown in Uniform School Financial Accounting.

Teacher Headquarters:
Since the home instruction teacher in most instances is responsible directly to the superintendent, there should be arranged in or near the superintendent's office a place for him to work, make reports, write case summaries, etc. A specific and scheduled time for the teacher to report to headquarters is to be encouraged.

HOME INSTRUCTION OF HIGH SCHOOL STUDENTS

High school students on home instruction programs shall meet minimum State Board of Education requirements, follow the prescribed local course of study, and acquire the required number of units prior to graduation from high school. Credits will be issued through the high school which the student would attend if it were not necessary for him to be enrolled in a home instruction program. These credits are transferable to the same extent as credits earned in a regular high school program.

Certain substitutions as to units completed may be necessary due to the student's handicap. For instance, it may not be possible for him to take courses that require laboratory work.

Generally, a high school student on a home instruction program will be able to carry two subjects a semester if the home instruction teacher instructs him only the minimum number of visits per week. State Board of Education Regulations state that the minimum number of visits per week is two. However, if the student's physical condition, and the home instruction teacher's schedule permits spending more than two visits per week, he may be permitted to carry more than two subjects a semester.

The home instruction teacher should confer with the high school teachers and principal at stated intervals during each semester.

At regular intervals or upon completion of the course, the home instruction teacher should give the principal a subject report to include the following:

1. Subject taught;
2. Textbooks and other instructional material used;
3. Credit earned;
4. Descriptive progress report in subject.

Supervised correspondence study courses may be used to expand curricular offerings. These should be conducted through the extension departments of the University of Kentucky and state universities and then only with the approval of the home instruction teacher and the high school principal. Only such approved correspondence courses are accepted for credit toward high school graduation.

Approved Teacher:

The teacher of home instruction and/or hospital instruction may serve on a regular elementary certificate if the majority of the children are of elementary school age or on a secondary certificate if the majority of the children are of high school age. It is recommended that these teachers qualify for Special Education certificates.

HOSPITAL INSTRUCTION

Hospital instruction may mean a special class within a hospital or individual instruction within a hospital for children who are confined to the hospital for care and treatment and, according to medical prescription, are well enough to participate in a limited Special Education program.

In the event there is a sufficient number of children in the hospital to establish a special class, the pupil-teacher ratio is 8-20 children per teacher and procedures listed under special classes for crippled and special health problems should be followed.

Approved Teacher:
The teacher of home instruction and/or hospital instruction may serve on a regular elementary certificate if the majority of the children are of elementary school age or on a secondary certificate if the majority of the children are of high school age. It is recommended that these teachers qualify for Special Education certificates.

COMBINED HOME AND HOSPITAL INSTRUCTION

If there is not a sufficient number of children in the hospital to warrant the establishment of a special class or it is otherwise unfeasible, the school district may operate a combined home and hosptial instruction program with the teacher dividing his time according to the proportionate number of children enrolled in the two programs. In the event that pupils are enrolled from more than one school district, it is the responsibility of the superintendent operating the program to enter into a tuition contract or other suitable agreement with a child's district of residence to cover the expenses of the program.

Pupil-Teacher Ratio: (Membership) 8 - 12 pupils per teacher

Approved Teacher:
The teacher of home instruction and/or hospital instruction may serve on a regular elementary certificate if the majority of the children are of elementary school age or on a secondary certificate if the majority of the children are of high school age. It is recommended that these teachers qualify for Special Education certificates.

SPECIAL CLASSES FOR EDUCABLE MENTALLY HANDICAPPED

Definition:
Special classes are for children between the ages of six and twenty-one years who because of retarded intellectual development, as determined by recognized standardized tests, are incapable of being educated profitably and efficiently through ordinary classroom instruction but whose intellectual ability would indicate a degree of scholastic attainment with the benefit of special educational methods, materials, and facilities. (... KRS 157.200(4))
These children would obtain IQ scores between 50 and 75 on recognized standardized individual tests of intelligence.

Age Range: 6 - 21 years (The range of ages for a single class should not exceed four years)

Class Size: (Membership) 15 - 20 children per teacher

Approved Teacher:
A teacher for educable mentally handicapped children should be certified for classroom teaching and also for teaching the educable mentally retarded. Certification is based upon the completion of a specific preparation program in effect at an approved teacher education institution. Prospective teachers and employers might also inquire of the State Department of Education about any special recruitment programs which might be in effect.

Screening Considerations:

1. Is he a "repeater"? Is he two years or more behind his age group?
2. Has his intellectual capacity been assessed by a qualified psychological examiner or guidance counselor? Has he the intellectual capacity to master reading, writing, and arithmetic?
3. Has he the potential ability to acquire second, third, or fourth grade achievement by the age of sixteen?
4. If the child is between the ages of seven and eleven years and has a mental age between four and eight, can he be provided with a pre-academic program? If he is between the ages of eleven and fourteen years with a mental age between six and nine, can he function in a beginning academic program? If the chronological age is from thirteen to sixteen and the mental age is from eight to eleven, can instruction be planned to provide a working knowledge of skill subjects, health and physical needs, social and vocational needs?

5. Is his speech and language adequate for most ordinary situations?

6. Is there evidence that he can become independent or nearly independent economically and socially?

Class Placement:

1. Group tests of intelligence and achievement should be administered locally. Teachers' opinions, principals' evaluations and parental requests are considered an integral part of the screening process.

2. Children with low scores on group intelligence tests (below 75) and who have school failure records, should be referred for an individual psychological examination.

3. Children whose intelligence is at the borderline (either 50 or 75) may be placed in the special class for educable mentally retarded children on a trial basis.

4. The Stanford-Binet, 1937 or 1960 Revision, or the Wechsler Intelligence Scale for Children (WISC), shall be used with all educable mentally retarded children. Other tests may be used in addition to the Stanford-Binet or WISC.

5. Other tests which help to diagnose the child's school failure are batteries of achievement tests in basic tool subjects, audiometric tests, vision tests, general medical examination, neurological and or psychiatric examinations (if indicated by a psychological or medical examination), and social casework study.

6. After a careful study of all tests and existing records, the decision to place a child in a special class should be made by the Admission and Release Committee.

7. Children placed in special classes should be integrated into all areas of the regular school program in which they can succeed.

Classroom Considerations:

1. Classes for the educable mentally retarded shall be located in elementary or secondary schools so that handicapped children are not segregated from non-handicapped children.

2. The selection of housing in an elementary or secondary school will be dependent upon the age range of the pupils.

3. Classrooms should be housed in a centrally located building in school districts where it will be necessary to transport children from other areas of the district.

4. Classrooms should be standard size or larger.

5. There should be sufficient floor space for movable desks for the total class enrollment and for equipment desirable in the teaching of the mentally retarded.

6. Provision should be made for running water, electrical outlets, workbenches, etc., as well as ample storage space.

Instructional Program:
Placement of pupils in classes for the educable mentally handicapped does not mean that they should be isolated from the regular school program. These pupils should be integrated into all areas of the regular school program in which they can succeed.

1. The instructional program for all age levels shall be appropriate to the needs and capabilities of the educable mentally handicapped.

2. The readiness program should provide activities which will prepare the pupils for the development of basic skills in the tool subjects.

3. Concrete experiences related to daily living should be used as motivating factors toward the learning of the basis subject skills.

4. Experience centered units are useful in providing unified learning activities necessary in the academic, social and vocational training for these pupils.

5. Ungraded reading materials can be adapted to the varying academic levels of the pupils and geared to their interests according to chronological age and level of social maturity.

6. Pupil-interest-experience materials, audio-visual aids, practical arts and crafts material, science, mathematics and music materials are valuable instructional aids.

7. Inquiries may be made to the Division of Special Education, Department of Education, as to the availability of the following publications: Sources of Instructional Materials for Special Education Programs and List of Curriculum Guides for Educable and Trainable Mentally Retarded.

Length of School Day:
The length of the school day shall be the same as for non-handicapped children.

SPECIAL CLASSES FOR TRAINABLE MENTALLY HANDICAPPED

Definition:
Special classes are for children between the ages of six and twenty-one years who, because of retarded intellectual development, are incapable of being educated properly and efficiently through ordinary classroom instruction or Special Education facilities for educable mentally handicapped children, but who may be expected to benefit from training in a group setting designed to further their social adjustment and economic usefulness in their homes or in a sheltered environment. (... KRS 157.200(5))

These children would obtain IQ scores between 35 and 50 on recognized standardized individual tests of intelligence.

Age Range: 6 - 21 years (The range of ages for a single class should not exceed six years)

Class Size: (Membership) 6 - 12 children per teacher

Approved Teacher:
A teacher for trainable mentally handicapped children should be certified for classroom teaching and also for teaching the trainable mentally retarded. Certification is based upon the completion of a specific preparation program in effect at an approved teacher education institution. Prospective teachers and employers might also inquire of the State Department of Education about any special recruitment programs which might be in effect.

Screening Considerations:

1. Is his capacity so low as to make "academic" achievement unlikely?
2. Has his intellectual capacity been assessed by an individual psychological test?
3. Has he the capacity to learn self-care and social adjustment in family and neighborhood?
4. Can he take, or develop the ability to follow simple directions?
5. Is he toilet trained; can he dress himself, feed himself, and otherwise care for his bodily needs?

6. Can he move about the home and in the schoolroom independently?

7. Is his language and speech developed so that he can communicate his needs to others?

Class Placement:

1. Locating trainable mentally retarded pupils may be difficult because most of the children in this category either have not attended school or have been excluded from school. It would be advisable to secure the cooperation of other community agencies, such as county health departments, in locating these students.

2. The Stanford-Binet, 1937 or 1960 Revision, or the Wechsler Intelligence Scale for Children (WISC), shall be used as a minimum for the psychological evaluation of all trainable mentally retarded students. Other tests may be used in addition to the Stanford-Binet.

3. It is recommended that a test of social competence such as the Vineland Social Maturity Scale be used to supplement the intelligence test results. Social competence should be included because of consideration of safety and protection of the child in group situations.

4. Children whose intelligence is at the borderline (either 35 or 50) may be placed in a special class for trainable mentally retarded children on a trial basis.

5. Trainable retarded children may not be placed in classes for the educable mentally retarded.

Classroom Considerations:

1. Classes for trainable mentally retarded children should be housed in an elementary or secondary school, dependent upon the age range of the pupils. The location of a classroom unit in other facilities must be approved by the Division of Special Education and the Division of Buildings and Grounds, State Department of Education.

2. Classrooms shall meet the standards for regular classrooms, as specified in State Board of Education Regulations, Chapter 22.

3. Rooms should be standard size or larger.

4. Classrooms should be in a centrally located building in the school district where it will be necessary to transport children from other areas of the district.

5. There should be sufficient floor space for movable desks for the total class enrollment and for experience equipment desirable in the teaching of the trainable mentally retarded.

6. A workbench, sink with running water, and convenient electrical outlets should be provided in addition to large storage space.

Instructional Aids:

1. A piano and/or record player are essential instructional aids.

2. A mirror, soap, towels, tooth brushes and other similar articles are necessary to carry on such activities as self-grooming.

3. Balls, blocks, games, puzzles, toy furniture, break-down toys, etc., will be helpful for activities such as physical training and directed play.

4. Arts and crafts and music materials are vital to instruction of the severely handicapped; e.g., rhythm band instruments, art paper, finger paints, crayons, chalk, scissors, pliable metal, clay, wood, oilcloth, felt, plastic, etc.

5. Inquiries may be made to the Division of Special Education, Department of Education, as to the availability of the following publications: Sources of Instructional Materials for Special Education Programs and List of Curriculum Guides for Educable and Trainable Mentally Retarded.

Length of School Day:

The school day for trainable mentally handicapped children may be less than six (6) clock hours provided the superintendent of the district requests such reduction. The school day for classes for trainable mentally handicapped children shall not be less than four and one-half (4½) clock hours. The superintendent's request for reduction shall be made on an annual basis prior to the beginning of the school year.

The teacher shall spend the remaining one and one-half (1½) hours of the school day in preparation.

If the teacher is assigned other teaching duties for the remaining one and one-half (1½) hours of the school day, the unit allotted to the school district will be reduced proportionately.

SPECIAL CLASSES FOR DEAF

Definition:
Special classes are for children whose hearing loss is so severe that they are unable to comprehend and learn speech and language even though hearing aids may be useful to some of them. These children generally have a hearing loss of 70 decibels or more in both ears.

Age Range: 3 - 21 years

Class Size: (Membership) 8 - 12 children per teacher

Approved Teacher:
A teacher of deaf children should be certified for classroom teaching and for teaching the deaf. Certification is based upon the completion of a specific preparation program in effect at an approved teacher education institution. Prospective teachers and employers might also inquire of the State Department of Education about any special recruitment programs which might be in effect.

Screening Considerations:

1. Is the child unable, even with a hearing aid, to use his hearing projectively under normal circumstances?

2. Is his level of speech and language development greatly retarded?

3. Is he unable to perform academically in a regular school class?

4. Has the child had an individual audiometric test? Has the child had a hearing aid evaluation by an approved audiologist? Is a hearing aid recommended? If so, does he have an aid? Does he use it properly? Does the hearing aid appear to be helping the child with his academic work?

5. Has the child been examined by an ear specialist? Will medical treatment improve the hearing loss and/or prevent further loss? If so, is this treatment being carried out?

6. Has the child ever been known to the Kentucky School for the Deaf or other classes or schools for the deaf or any speech and hearing clinic?

Class Placement:

1. A child should be placed in a special class or school for the deaf only when he has had a complete audiometric evaluation by an approved audiologist.

2. The child's hearing loss is of such severity that he is unable to use hearing projectively and is unable to make satisfactory progress in either a regular class or a special class for the hard of hearing.

3. The child's intellectual ability allows him to profit from this special class.

Classroom Considerations:

1. Classrooms should be centrally located within the school district to minimize transportation costs to serve the maximum number of children.

2. Classrooms should be at least as large as those for regular classes and located in a quiet wing of the building.

3. There should be proper room exposure to secure constant natural light without glare to lessen eye strain and enhance speech (lip) reading.

4. Artificial light, 50-foot candles, properly diffused is recommended.

5. A "red-flasher" rather than a sound gong for fire warning is a more effective danger signal.

6. There should be numerous electrical outlets well situated around the room to accommodate special equipment.

7. Ample storage space is a necessity.

Instructional Aids:

1. All the equipment provided in the regular class

2. Provision should be made for group hearing aids with a sufficient number of earphones and individual volume controls for each child for use in developing auditory perception and language awareness. Group aids equipped with phonographic and radio attachments are preferable. Provision of individual hearing aid may be indicated.

3. Records of gross sounds, music and speech are vital in the training of auditory perception and the development of speech and language.

4. Materials for use in teaching speech (lip) reading are essential. These include picture books, picture and word cards, and tangible objects.

5. There should be provision of textbooks and workbooks with simple language construction, big pictures and utilization of basic vocabulary words.

6. A tape or wire recorder is needed.

7. Opaque projector, film strips, slide or film projector, rhythm instruments and other similar aids have special value for teaching deaf children who are so dependent on visual teaching.

Length of School Day

The length of the school day shall be the same as for non-handicapped children.

SPECIAL CLASSES FOR HARD OF HEARING

Definition:
Special classes are for children who are able to understand and learn speech and language but whose hearing is not sufficient to enable them to learn adequately in the regular school class even with the assistance of a speech correctionist. These children generally have a hearing loss of from 40-70 decibels in the better ear. Those children with a hearing loss of less than 40 decibels may be able to function adequately in a regular class with the assistance of a speech correctionist.

Age Range: 5 - 21 years

Class Size: (Membership) 10 - 20 children per teacher

Approved Teacher:
A teacher for hearing handicapped children should be certified for classroom teaching and for teaching the hard of hearing. Certification is based upon the completion of a specific preparation program in effect at an approved teacher education institution. Prospective teachers and employers might also inquire of the State Department of Education about any special recruitment programs which might be in effect.

Screening Considerations:

1. Has the child had an individual audiometric test?
2. Does the child have a hearing loss of from 40 to 70 decibels in the speech range in the better ear?
3. Has the child been examined by an ear specialist? Will medical treatment improve the hearing loss and/or prevent further loss? If so, is this treatment being carried out?
4. Has the child had a hearing aid evaluation? Is a hearing aid recommended? If so, does the child have a hearing aid and does he use it properly?
5. Can the child remain in the regular class with special help from the speech correctionist, or should he be placed in a special class for the hard of hearing in order for him to progress satisfactorily?
6. Is the attitude of the regular classroom teacher such that he is willing to learn, understand and be helpful to the hard of hearing child if the child remains in the regular class?

Class Placement:

1. Placement of a child in a special class for the hard of hearing should be made only when he has had a complete audiometric evaluation by an approved audiologist.

2. The child's hearing loss is of such severity that he is unable to function adequately in a regular class with the help of a speech correctionist. The generally accepted criteria for such placement is a hearing loss of from 40 to 70 decibels in the better ear after all possible aid or correction.

3. The child's intellectual ability allows him to profit from this special class placement.

Classroom Considerations:

1. The classroom should be in a regular school building centrally located in the school district to minimize transportation costs and to serve the maximum number of children.

2. Classrooms should be at least as large as those for regular classes and located in a quiet wing of the building.

3. There should be proper room exposure to secure constant natural light without glare to lessen eye strain and enhance speech (lip) reading.

4. Artificial light, 50-foot candles, properly diffused is recommended.

5. A "red-flasher" rather than a sound gong for fire warning is a more effective danger signal.

6. There should be numerous electrical outlets well situated around the room to accommodate special equipment.

7. Ample storage space for special equipment and materials is a necessity.

Instructional Aids:

1. All the equipment provided in the regular class.

2. Provision should be made for group hearing aids with a sufficient number of earphones and individual volume controls for each child for aduitory training. Group aids equipped with phonographic and radio attachments are preferable.

3. Records of gross sounds, music and speech should be provided for auditory and speech development and improvement.

4. Materials for use in teaching speech (lip) reading are essential. Such materials should include picture books, picture and word cards, and tangible objects.

5. There should be provision of textbooks with simple language construction, big print and basic vocabulary used. Materials are needed for reading and other visual subjects are essential.

6. A tape or wire recorder is needed.

7. Opaque projector, film strips, slide or film projector, rhythm instruments and other similar aids have special value for teaching hard of hearing children.

Length of School Day:

The length of the school day shall be the same as for non-handicapped children.

SPECIAL CLASSES FOR NEUROLOGICALLY IMPAIRED (LEARNING DISABILITIES)

Definition:
Special classes for children are for those with a special learning disorder in one area or a limited number of areas of performance or learning. Psychologically, the child's perceptual organization of his environment is impaired. Educationally, the child shows pronounced learning dysfunctions in some areas but not in others. This child may be unable to read, to do arithmetic, to formulate language and speech, to do gross or fine manipulative tasks or any one of various combinations of this nature or others. Behaviorally, the child may show gross extremes from acute hyperactivity to complete withdrawal, causing much difficulty for himself and concern in the classroom. He may not be able to ignore background auditory or visual stimuli.

Age Range:
The range of ages for a single class should not exceed four years. If practical considerations prevent the initial establishment of classes for two separate age ranges, the initial class might cover the range 9-12 years.

Class Size: (Membership) 6 - 8 children per teacher
The enrollment may be gradual and shall reach a minimum of six (6) or a maximum of eight (8) pupils per teacher by the end of the second month of the school term. It is strongly recommended that the minimum enrollment per class should be maintained when possible.

Class size may be increased to a maximum of ten (10) pupils upon request by the local school district subject to approval of the Division of Special Education, Department of Education. This request shall state the reason for increasing the class size. Evaluation of each pupil shall be complete before enrollment.

Approved Teacher:
A teacher for neurologically impaired children should be certified for classroom teaching and for teaching the neurologically impaired. Certification is based upon the completion of a specific preparation program in effect at an approved teacher education institution. Prospective teachers and employers might also inquire of the State Department of Education about any special recruitment programs which might be in effect.

Screening Considerations:

1. Does the child have mobility?

2. Are his visual and auditory functioning adequate to permit full participation in the program?

3. Is he in satisfactory physical health as determined by a medical examination?

4. Does he have bowel and bladder control?

5. Is his behavior such that it would not be detrimental to the group? (e.g., extreme hyperactivity or hypoactivity, marked agression, or excessive distractibility.)

Necessary Reports and Information:

1. A recent medical report (within the past six months), including a record of immunizations.

2. A neurological examination, if recommended by the examining psychologist.

3. A recent psychological examination (within the past year). The Wechsler Intelligence Scale for Children is preferred for general assessment. Tests of reading, reproduction of designs, and reasonably acceptable instruments for assessing possible organic impairments in children are desirable. An evaluation of personality dynamics or intrafamilial dynamics is also helpful, when information from tests or interviews permits such an assessment.

4. Educational summary, including teachers' observations and summaries of tests administered.

5. Audiological, ophthalmalogical, or speech examinations when recommended by the physician, neurologist, psychologist or teacher.

6. A social history as complete as can be obtained. If possible, this should include a report on developmental and medical history.

7. A summary report on each child in a class shall be submitted to the Department of Education on a form to be supplied by the Division of Special Education.

Intelligence:

1. Special classes - normal or above intelligence. Meaningful intelligence quotients cannot easily be determined on many of the children because the level of functioning may be average or above in some areas of intellectual functioning and far below average in other areas. The child's potential, as determined by evidence from test data for higher order functioning in certain areas should be average or above, perferably not lower than the dull normal range (i.e., intelligence quotient scores in the 80's but that estimated level of functioning in those areas in which intellectual abilities seem intact should be at least this high.) Preference should be given to children of higher intellectual potential if limitation of class size is a major consideration.

2. Special classes - educable mentally retarded. Classes for the neurologically impaired may also be organized for children whose intelligence quotient places them within the range of the educable mentally retarded.

3. Neurologically impaired children who are educable mentally retarded may not be enrolled in special classes for the neurologically impaired of normal or above intelligence.

Admission and Release Committee:
All reports and records should be referred to an Admission and Release Committee established by the local school district. No pupils shall be placed in the class without the recommendation of this Committee or the Supervisor of Special Education.

Classroom Considerations:

1. The classroom shall be in a school building appropriate to the pupil age range.

2. The classroom shall be of standard size and should be located in a part of the building where there are the least distractions.

3. The classroom may have individual cubicles, when appropriate.

Curriculum:
The instructional program should be structured and individualized according to the child's strengths and weaknesses. This curriculum would include perceptual training in auditory, visual and tactual areas, motor and language development.

Instructional Materials and Equipment:

1. There should be movable desks.

2. There should be tables with chairs for class activities and small group work.

3. A record player with appropriate records for auditory discrimination should be provided.

4. A tape recorder and earphones are needed.

5. A primary typewriter for teacher-made materials is invaluable.

6. A walking board, balancing board and large and small balls to aid in developing better coordination will be helpful.

7. Many concrete instructional materials should be supplied. Many different series of workbooks at all levels should be supplied. These are to be cut up and made into individual lessons to be presented a lesson at a time.

8. Concrete materials that provide auditory, kinesthetic, tactile or visual cues are essential. Examples: Shields for reading, sandpaper letters, etc. These materials must be free from unnecessary details that would distract the child.

Length of School Day:

The school day for neurologically impaired children may be less than six (6) clock hours provided the superintendent of the district requests such reduction. The school day for classes for neurologically impaired shall not be less than four and one-half (4½) clock hours. The superintendent's request for reduction shall be made on an annual basis prior to the beginning of the school year. The teacher shall spend the remaining one and one-half (1½) hours of the school day in preparation.

If the teacher is assigned other teaching duties for the remaining one and one-half (1½) hours of the school day, the unit allotted to the school district will be reduced proportionately.

SPECIAL CLASSES FOR EMOTIONALLY DISTURBED

Definition:
Emotionally disturbed children will be construed to mean any child whose emotional condition is medically and psychologically determined to be such that he cannot learn at the level of expectation for his class and adjust adequately to regular classroom procedures for his peer group in the regular classes of the public schools without the provision of special services.

Functional Definition:
Emotionally disturbed children are those whose behavior manifests a persistent failure to adjust and function intellectually, emotionally, and socially at a reasonable level of expectation, within the context of the program of a public school, to the regular learning environment of the classroom.

Possible Symptomatic Manifestations:

1. A failure of learning to take place which cannot be explained by ordinary examination and tests or reference to intellectual potential.

2. Behavior inappropriate to the normal classroom situation in keeping with his age as contrasted to the behavior of his peers. i.e., withdrawal, bizarre, sadistic, hyperactive, destructiveness, cruelty, undue apathy, etc.

3. A general prevailing mood of unhappiness or depression.

4. A persistent inability to maintain meaningful inter-personal relationships.

5. Manifesting a tendency to develop illness, pains, or fears associated with personal or school problems.

6. Lack of any assertiveness--fearful withdrawal from games, contests and absence of emotional responsiveness to most situations.

Exclusions:

1. Transient symptomatic emotional reactions to some immediate situation in the home, school, or community with evidence of no prolonged, definitive disturbances.

2. Those who have primary handicaps of blindness, deafness, mental deficiency and other manifest conditions directly associated with organic brain impairment.

3. Those areas whose disturbance is so severe that they would require intensive psychiatric services.

Age Range:
The chronological age range for a single class should not exceed three (3) years. Initially, it is recommended that priority be given to the establishment of special classes in the elementary grades. The primary group would include children from six to nine years of age, and the intermediate group would include children from nine to twelve years of age. Consideration of classes for older age groups should grow out of experience and needs in the particular district.

Class Size: (Membership) 6 - 10 children per teacher
To determine the enrollment number, consideration should be given to the ages of the pupils as well as the degree of disturbance of each pupil. The enrollment should be kept at the minimum, especially for a primary class. The enrollment may be gradual but the minimum of six pupils per teacher should be met by the end of the second month of the school year.

Approved Teacher:
A teacher of emotionally disturbed children should be certified for classroom teaching and for teaching the emotionally disturbed. Certification is based upon the completion of a specific preparation program in effect at an approved teacher education institution. Prospective teachers and employers might also inquire of the State Department of Education about any special recruitment programs which might be in effect.

Screening and Identification:

1. The tentative assumption of emotionally disturbed child will be made by the classroom teacher and the principal of the school.
2. A consensual validation of this tentative assumption will be obtained by the principal through consultation with the school psychologist, school counselor, Special Education Supervisor or Special Education teacher, in conjunction with the regular classroom teachers.
3. The parents will be contacted in order to communicate the interest of the school in obtaining their insights, advice, and cooperation to explore the possibilities of establishing a medical and psychological determination or diagnosis.
4. Before a diagnosis of emotionally disturbed child is recorded as indicating Special Education under the meaning and intention of the definition, the child must have evidenced a recent medical examination that included specific search for visual and hearing deficiency.
5. The diagnosis of emotionally disturbed child should be made by reference to medical or psychological consultation.

Admission and Release Committee:

1. Committee to consist of principal of the school, classroom teacher, Special Education Supervisor and Special Education teacher, medical or psychological consultants when available, and other professional personnel concerned with the class or with the child.

2. With consent of the parents, admission to the final Special Education program by the Admission and Release Committee will be accomplished after the final diagnosis of emotionally disturbed child is made.

3. A release from the facilities of the Special Education program for emotionally disturbed child may be made upon recommendation of the Admission and Release Committee.

4. Periodic staffing and re-evaluation of each child by the Admission and Release Committee will be made.

5. The type of Special Education programs warranted for the emotionally disturbed child will be made on an individual case basis.

6. Any treatment for the emotional disturbance per se must be provided by supportive services outside the jurisdiction of the Special Education program.

Classroom Considerations:

1. The classroom should be housed in a regular school building, dependent upon the age range of the pupils.

2. It should be centrally located in districts where it is necessary to transport children from other areas.

3. The classroom should be of standard size and conform to the requirements of any classroom in terms of general appearance, lighting, seating and room furniture.

4. Whenever possible, the room should have individual entrances with ready access to the playground and the play equipment. Running water in the room with restrooms either in or immediately adjacent would be desirable.

Necessary Reports and Information:

The following reports and information should be secured:

1. Educational history and studies, including teacher observations

2. Medical report and results from audiometric and visual examinations

3. Social case history

4. Social agency summary

5. Psychological evaluations of intelligence and personality

6. Psychiatric findings and recommendations

7. Summary report and recommendations of the local Admission and Release Committee

8. The above reports and information should be kept on file in the central office of the local district

9. All reports and information relating to any individual child and/or his family shall be handled with strictest professional confidentiality

Curriculum:

The curriculum should provide a well-planned instructional program appropriate for the pupils enrolled since the goal of the special class is to enhance the pupil's achievement and personal adjustment sufficiently for return to a regular classroom. While following the regular curriculum as to content, it will be necessary to individualize instructions, employ special methods and educational procedures and to work with wide variations in academic readiness.

Instructional Materials and Equipment:

1. Instructional materials of regular classroom program

2. Materials to develop gross motor coordination, fine motor and eye-hand coordination, and perceptual abilities

3. Art, music materials and many concrete materials

4. Movable furniture to provide for flexible grouping arrangements

Essential Supportive Services:

General Characteristics of Supportive Services

1. Supportive services need to continue through, and be on-going

2. Supportive services may be intra-mural in the school system, or extra-mural, provided through other social institutions, agencies, programs

3. Supportive services may be needed for student, parent (family) and teacher

Desirable Supportive Services

1. In-service training program for Special Education teachers. Community agencies (mental health centers, welfare agencies, etc.) could be included; academic courses, workshops, and other similar activities

2. Guidance counselors, visiting teachers, school social worker, school psychologist

General Supportive Services

1. An academic program which provides some of the special opportunities such as vocational training, creative arts, etc.

2. Parent and community education programs regarding Special Education needs of emotionally disturbed children.

Length of School Day:

The school day for emotionally disturbed children may be less than six (6) clock hours provided the superintendent of the district requests such reduction. The school day for classes for emotionally disturbed children shall not be less than four and one-half (4½) clock hours. The superintendent's request for reduction shall be made on an annual basis prior to the beginning of the school year.

The teacher shall spend the remaining one and one-half (1½) hours of the school day in preparation.

If the teacher is assigned other teaching duties for the remaining one and one-half (1½) hours of the school day, the unit allotted to the school district will be reduced proportionately.

PROGRAMS FOR SPEECH HANDICAPPED

Definition:
Itinerant speech correction programs are for children whose speech has been diagnosed by a speech correctionist as deviating or differing from average or normal speech to the extent that it hinders adequate communication and requires specialized instruction for improvement or correction of the handicap. These children attend classes in the regular school program, or special classes, at the same time they are enrolled in speech correction.

Age Range: 6 - 21 years

Pupil-Teacher Ratio: (Case Load) - 75 - 100 children per speech correctionist per week

Approved Teacher:
A speech correctionist should hold a Kentucky certificate for Speech and Hearing. Certification is based upon the completion of a specific preparation program in effect at an approved teacher education institution. Prospective teachers and employers might also inquire of the State Department of Education about any special recruitment program which might be in effect.

Screening Considerations:

1. Does the child have speech which is inappropriate for his age?
2. Does the child have faulty sound production, voice deviations, repetitions, etc?
3. Does he have an organic problem such as cleft lip and/or palate, cerebral palsy, etc?
4. Does he have a hearing loss?
5. Does his speech interfere with his communication to an extent that his school progress is hampered?
6. Do his friends ridicule him because of his speech?
7. Is his home and school speech environment good? Do other members of his family have speech problems?
8. Has his speech handicap been diagnosed at a speech clinic?

Speech Surveys:

1. Classroom teachers should refer all children in their classes whom they suspect of having speech problems to a qualified speech correctionist for evaluation.

2. A qualified speech correctionist should screen all children referred by the teachers to determine which children should be enrolled in a speech correction program and to determine the exact need in the school district for a speech correction program.

3. If a qualified speech correctionist is not available locally to conduct the speech survey, arrangements should be made with the Division of Special Education, State Department of Education, for this service.

4. The survey should be conducted sometime during the year prior to the date of the establishment of a speech correction program in a local school district.

Program Placement:

Children with speech problems should be placed in a speech correction program only upon the recommendation of a qualified speech correctionist.

Classroom Considerations:

1. Classrooms for speech correction may be somewhat smaller than a regular classroom. They should be sufficiently large to provide for groups of three to six children at a time.

2. A suitable room must be provided in each school in which the speech correction program is to be conducted.

3. The room should have good sound properties, be relatively quiet, well lighted, ventilated and heated. It should have adequate blackboard and bulletin board space.

4. Sufficient storage space should be provided for special equipment and other materials.

5. Electrical outlets are essential.

Use of Mobile Vans (Units):

When sufficient classroom space is not available in individual schools, a local school district may elect to purchase a mobile van. Before the purchase of a mobile van, careful consideration should be given to:

1. Geographic area to be served;

2. Accessibility of schools;

3. Parking facilities (away from playground); and

4. Sufficient electrical output to properly service the van.

Mobile Unit Facilities:

1. A mobile speech van should be of adequate size to comfortably accommodate six children and the speech correctionist.

2. The mobile unit should contain special electrical equipment and have sufficient storage space for this equipment.

3. Sufficient permanent storage space should be provided for materials.

4. The unit should have good sound properties, be well lighted, ventilated and heated. It should have adequate blackboard and bulletin board space.

5. Provision for sufficient electrical power is essential.

Instructional Aids:

1. Many materials commonly used in regular classrooms are valuable. These materials include flash cards, reading readiness, number materials, story books, picture books, and the like.

2. Drill and practice materials that are developed by the correctionist and the children are very useful aids in the speech correction program. Supplies such as construction paper, oak tag, crayons, paints, and scissors may be needed for this type of activity.

3. A recorder (tape or wire) is of valuable assistance in the program to reproduce a child's speech for evaluation.

4. A record player and appropriate recordings are excellent aids for auditory training and speech stimulation.

5. Mirrors, both large and small, are essential.

6. Selected educational toys and puzzles are useful in stimulating speech and for informal conversation.

Teacher Headquarters:
Office space should be provided for each speech correctionist. The speech correctionist should schedule a specific time for work at this location.

Travel Expenses:
It is the responsibility of the local board of education to defray the travel expenses incurred by the speech correctionist in the execution of his duties. Provision is made for these expenses under Instructional Travel and Expenses as shown in Uniform School Financial Accounting, Departmental Bulletin.

Speech Correction Handbook:
A speech correction handbook with a more detailed explanation may be obtained by contacting the Division of Special Education, Department of Education, Frankfort.

PROGRAMS FOR VISUALLY HANDICAPPED

Definition:
Children to be served in programs for the visually handicapped include totally blind children and those with visual handicaps such as congenital defects, eye diseases, severe refractive errors, injuries to the eye, poor eye coordination, etc. Many of these children will have other handicapping conditions in addition to the visual handicap. Visually handicapped children are classified in three basic categories:

1. Functionally Blind - A child with a visual handicap who will be unable to use print as his reading medium is considered to be functionally blind. Instruction in Braille, recorded materials, and other special aids will be essential to this child's education.

2. Blind - A blind child is one whose visual acuity is 20/200 or less in the better eye with the best possible correction or a restriction in the field of vision to an angle subtending an arc of 20 degrees or less. He falls within the definition of blindness, although he may have some useful vision and may even read print.

3. Partially Seeing - A partially seeing child is one who will be able to use print as his reading medium and whose visual acuity is 20/70 or less in the better eye after the best possible correction.

   There will be some children with a visual acuity better than 20/70 who will need specialized help. The local director or person designated by the district superintendent will determine whether or not the visual loss constitutes an educational handicap. Request for inclusion of such children in a unit for visually handicapped children shall be made to the Director of the Division of Special Education, State Department of Education.

Age Range: 3 - 21 years

Case Load: (Membership) 5 - 10 children per teacher
Any request for variation from these numbers must be submitted in writing for approval by the Division of Special Education, State Department of Education.

Approved Teacher:
A teacher of the visually handicapped should be certified for classroom teaching and also for teaching the visually handicapped. Certification is based upon the completion of a specific preparation program in effect at an approved teacher education institution. Prospective teachers and employers might also inquire of the State Department of Education about any special recruitment programs which might be in effect.

Screening and Identification:
A survey of the school system should be made to determine the need for specialized instructional services. Suggestions for survey are:

1. An annual vision screening should be conducted by properly informed school personnel, local health departments or volunteers. The Snellen Chart or a more sophisticated screening device may be used.

2. When the screening indicates that the child is visually handicapped, he should be referred to an eye specialist for a thorough examination.

An eye examination report, completed and signed by the eye specialist examining the child, must be kept on file in the local school district. A copy of this report should also be sent to the Division of Special Education, Department of Education.

Criteria for Educational Placement:
All reports and records should be referred to an Admission and Release Committee established by the local school district. No pupil shall be placed in the special program without the recommendation of this committee or the person designated by the superintendent responsible for the Special Education program. Children identified as visually handicapped will be enrolled in such programs as best meet their instructional needs.

Types of Educational Programs:

A. Plan I - Resource Room Plan

Definition:
In the Resource Room Plan, visually handicapped children, as defined in State Board of Education Regulation 54.285(1), are transported to a school containing several regular classes at each grade level and enrolled in the regular classes at the appropriate grade level. A specially trained teacher of visually handicapped children is available in the Resource Room in this building to supplement the work of the classroom teacher and provide special instruction when needed.

Considerations in determining case load (membership) in the Resource Room Plan are:

1. Grade spread of students enrolled in unit;
2. Severity of visual loss;
3. Age range;
4. Additional handicaps other than visual loss.

Housing Considerations:

1. Room -
   (a) Shall meet the same standards for regular classrooms as specified in State Board of Education Regulations, Chapter 22.

   (b) Shall be of standard or larger size, shall have adequate storage space for special equipment.

2. Lighting - Well diffused light, 50-foot candles minimum

3. Shades - Translucent gray or light buff; two shades mounted at center -- one to pull up, the other to pull down to avoid "side light streaks"

4. Walls - Solid pastel shade with minimum glare

5. Chalkboards - Non-porous green boards or artifically illuminated black

6. Floors - Unpatterned; non-glare finish

7. Shelving - Adjustable, deep enough to hold Braille and large type books

Equipment:

1. Desks - For print readers, suitable size with adjustable tops that raise to a 45^{o} angle; For Braille readers, suitable size with flat tops large enough to accommodate large Braille books and a Braille writer

2. Typewriters - For partially seeing children, machines with large type; For Braille reading students, machines with regular type

3. Braille writers

4. Copy holders - For typing and reading

5. Tape Recorders - with jack and earphones

6. Talking Book Machine and/or Record Player - with jack and earphones

7. Listening Laboratory

8. Recorded Material

9. Texts and Supplementary Books

10. Writing Material - Paper, Braille, bold line, plain, typing; Pencils, soft lead; Pens, non-absorbing, broad line; Slates and Styluses

11. Instructional Aids - Maps and globes - raised and/or bold line; Mathematical aids; Science aids; Other

B. Plan II - Itinerant Teacher Plan

Definition:

In the Itinerant Teacher Plan, visually handicapped children, as defined in State Board of Education Regulation 54.285(1), are enrolled in their regular grades in their home school. The special teacher travels to the pupil's school to work with his classroom teacher and with him according to his needs.

Consideration in determining case load in the Itinerant Teacher Plan are:

1. Geographic area to be served by the Itinerant Teacher;
2. Needs of children being served (beginning Braille pupils, educational retardation, etc.);
3. Severity of visual loss;
4. Additional handicaps, other than vision;
5. Age range.

Housing Considerations:

A quiet room, large enough for the teacher and one to three children, must be provided in each school building.

Teacher Headquarters:

Permanent office space must be provided for the Itinerant Teacher. The Itinerant Teacher should schedule a specific time for work in this location. This office should contain:

1. Desk, phone, files and other office equipment;
2. Space for conferences with parents and school personnel;
3. Space for working on files, preparation of materials, etc.;
4. Adequate and adjustable storage space for educational materials and equipment.

Travel Expenses:

It is the responsibility of the local board of education to defray the travel expenses incurred by the Itinerant Teacher of the visually handicapped in the execution of his duties. Provision is made for these expenses under Instructional Travel and Expenses, as shown in Uniform School Financial Accounting, Departmental Bulletin.

Equipment:

Equipment is the same in any type program for visually handicapped children. For a detailed listing of equipment, see Resource Room Plan. With the Itinerant Teacher Plan, however, the special teacher will need to provide those essential articles needed by each child and must compensate for lack of those large, heavy pieces of equipment provided in specially equipped rooms.

C. Plan III - Cooperative Class Plan

Definition:
In a Cooperative Class Plan, visually handicapped children, as defined in State Board of Education Regulation 54.285(1), are transported to a school containing several regular classes at each grade level. The children are enrolled in a special room where they are taught by the special teacher of visually handicapped children and take some subjects in the regular classroom. Considerations in determining case load (membership) in Cooperative Class Plan are:

1. Grade spread of students enrolled in unit;
2. Age range;
3. Severity of visual loss;
4. Additional handicaps, other than vision.

Housing Considerations:

Housing considerations for the Cooperative Class Plan are the same as those for the Resource Room Plan. For a detailed listing of these considerations, see Housing Considerations for Resource Room Plan.

Equipment:

Equipment is the same in any type program for visually handicapped children. For a detailed listing of equipment, see Resource Room Plan.

The Cooperative Class Plan is currently successful in many places. In initiating new programs, however, it is recommended that the Itinerant Teacher Plan or the Resource Room Plan be given first consideration.

D. Plan IV - Special Class Plan

Definition:
A Special Class Plan is a segregated program in a regular school building where visually handicapped children, as defined in State Board of Education Regulation 54.285(1), work with the special teacher in a room assigned for them. Such a plan will be needed for those children with very severe problems, in addition to a visual loss, that makes it impossible for them to participate in an academic program in a regular classroom in any of the three plans described above. Under no circumstances, can this plan be approved for other visually handicapped children.

D. Plan IV - Special Class Plan (Continued)

Housing Considerations:

Housing considerations for the Special Class Plan are the same as those for the Resource Room Plan. For a detailed listing of these considerations, see Housing Considerations for Resource Room Plan.

Equipment:

Equipment is the same in any type program for visually handicapped children. For a detailed listing of such equipment, see Resource Room Plan. Additional equipment will be needed in the Special Class Plan to meet the individual needs of the children enrolled.

E. Plan V -- Variations of Plans

Various combinations of these plans may be considered in districts where visually handicapped children are not concentrated in a given area; where there are not enough children to justify employing more than one teacher; or where the grade spread is great and where a variety of services are not feasible. Additional information regarding these variations may be obtained by contacting the Division of Special Education, Department of Education.

Administrative Guide - Programs for Visually Handicapped Children

An administrative guide with a more detailed explanation may be obtained by contacting the Division of Special Education, Department of Education, Frankfort.

PART IV

ASIS UNIT FOR SPECIAL EDUCATION WORK-STUDY PROGRAM COORDINATOR
FOR EXCEPTIONAL CHILDREN AND YOUTH

Definitions:

A work-study program for exceptional children and youth means instruction in the classroom and placement in actual on-the-job working situations under the supervision of a Work-Study Program Coordinator.

1. Instructional Program:
   The academic phase of this program in the Special Education classroom will be centered around activities designed to prepare the student for the world of work. Activities would include discussion and/or exploration of different types of occupations, pertinent field trips and demonstrations, filling out application blanks, development of social skills, development of appropriate attitudes towards work, etc. These activities would involve the development and/or remediation of basic academic skills in writing, reading, arithmetic, and social studies. In addition, there should be an opportunity to develop elementary job skills in several work areas appropriate to the individual's physical and mental aptitudes and abilities.

2. Work Training:
   The on-the-job training or work training phase of the program shall be a cooperative arrangement between the school system and employers, whereby students receive actual part-time job training under the joint supervision of the school and industrial personnel.

Qualifications of Work-Study Program Coordinator:

The superintendent of the school district shall select the Special Education work-study coordinator. The work-study coordinator shall hold a valid Special Education teaching certificate or a Special Education supervision certificate.

Duties of Work-Study Program Coordinator:

The coordinator shall:

1. Have the responsibility for coordination between the school and employers;
2. Supervise all students participating in the work-study program. (The maximum number of students shall depend on the types of handicaps of the individuals included in the program and the size of the school district);
3. Work with the teachers of the students so that the instructional program can be related to the actual working conditions of the students;
4. Explain the goals and objectives of the program and what is expected of the school and employing personnel;
5. Cooperate with the school principal and the teacher of the students in selecting possible candidates for the work-study program based on complete social, vocational and psychological information;
6. Locate jobs in the community suitable to the students' aptitudes and abilities in which the employer is willing to give the student part-time supervised job training;
7. See that the students have the necessary medical examination, Social Security card and/or working papers;
8. Work with health personnel, guidance personnel, industrial leaders, vocational education personnel, vocational rehabilitation counselor, and others to make the work-study program a community program;
9. Evaluate the progress of students in cooperation with the employer and the teacher.

Student Eligibility:

Student eligibility for participation in the work-study program will be based on the following criteria:

1. The mentally handicapped student must be enrolled in a Special Education class.
2. The physically handicapped student must be enrolled in a special class or a regular class.
3. Students shall be between sixteen (16) and twenty-one (21) years of age to participate in the work-study program.
4. The student must be physically and/or mentally able to participate in a work-study program.
5. The student must have acceptable social and emotional development to the extent that he can enter into a work program.
6. The student and his parents must demonstrate an interest in the program and be willing to cooperate in all phases of the program.

General Considerations:

1. The school system must be willing to give school credit for the time in which the student is in the on-the-job training program.
2. Wages received shall be paid directly to the student.
3. The student shall not pay any fees for job placement under this program.

Reporting Attendance:

Students shall be counted in attendance full-time on this basis on the rolls of the Special Education class, or the homeroom in which they are enrolled. Students participating in the work-study program shall not spend more than the equivalent of one-half of the school year in the on-the-job training. Absences from either phase of the program should be recorded according to the usual methods.

Foundation Program Unit:

It should be noted that under the Foundation Program, the position of the Coordinator for the work-study program is allotted as an ASIS (Administrative and Special Instructional Services) unit and not as a classroom unit for teachers of exceptional children.

PART V

TEXTBOOK PROGRAM FOR THE VISUALLY IMPAIRED
PURSUANT TO KRS 156.476

Large Print Textbooks for Pupils with Impaired Vision:

(1) Local school districts may request the Superintendent of Public Instruction to purchase textbooks printed in clear type of 18 to 24 points from the approved State List of Books. These textbooks are for the use of children with impaired vision who are attending public schools.

(2) Eligibility - Children may be considered eligible for the use of these textbooks upon certification by an eye specialist as follows:

(a) Children who cannot read more than 20/70 on a Standard Snellen Chart with the better eye after correction;

(b) Children with progressive eye difficulties, including those with progressive myopia, even though glasses may bring the vision nearly to normal;

(c) Children who suffer from non-communicable diseases of the eye or diseases of the body that seriously affect vision.

(3) Forms to be used in eligibility - Certification of children's visual impairment shall be made on forms to be supplied to local school districts by the Department of Education.

(4) Responsibility for care of books - The local board of education shall assume responsibility for the care of these textbooks.

(5) Disposition of books when no longer needed by district - These textbooks shall be returned to the Division of Textbooks and Instructional Materials, Department of Education, Frankfort, when no longer needed by the children for use in the school district.

Educational Materials and Textbooks for Legally Blind Students Enrolled in Public Schools

The Federal Act of 1879 "To Promote the Education of the Blind" (Federal Quota) provided educational materials only to those blind children who attended the various state institutions for the blind. This Act was amended in 1956, making these educational materials available to any students who are legally blind who are actually enrolled in the regular public schools as well as in schools for the blind.

The blind students must be enrolled in the public schools (grades 1-12) as of the first Monday in January. They should be certified by an eye specialist (required by the Federal Government) as having a visual defect within the following definition of blindness:

> "Central visual acuity of 20/200 or less in the better eye with correcting glasses, or a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees."

Registration of blind students and ordering of the educational materials is handled by the Division of Special Education.

Forms to be used in eligibility - Certification of children's visual impairment shall be made on forms to be supplied to local school districts by the Department of Education.

Administrative Guide - Programs for Visually Handicapped Children

An administrative guide with a more detailed explanation may be obtained by contacting the Division of Special Education, Department of Education, Frankfort.

PART VI

SUMMER ENRICHMENT PROGRAMS FOR EXCEPTIONAL CHILDREN AND YOUTH

Title VI-A of the Elementary and Secondary Education Act:

Local school districts may establish summer enrichment programs for exceptional children and youth under Title VI-A of the Elementary and Secondary Education Act.

Title VI-A of the Elementary and Secondary Education Act provides grants to states for the education of handicapped children. Local school districts may submit project proposals for the education of handicapped children, in accordance with the Kentucky Title VI-A State Plan as approved by the U. S. Office of Education in January, 1968, and Kentucky State Board of Education Regulations pursuant to exceptional children and youth.

Local school districts interested in submitting projects under Title VI-A of the Elementary and Secondary Education Act should contact the Division of Special Education, Department of Education, Frankfort, for detailed information.

PART VII

FEDERAL SCHOLARSHIP PROGRAM FOR THE PREPARATION OF PROFESSIONAL PERSONNEL IN THE EDUCATION OF HANDICAPPED CHILDREN

Purpose:

Under Public Law 85-926, Section II, as amended by Public Law 88-165 and Public Law 89-105, grants are awarded to state education agencies to prepare persons for positions as:

1. Teachers of handicapped children and speech correctionists;
2. Supervisors and administrators of Special Education; and
3. Other specialists providing special services for the education of handicapped children.

Areas of Award:

Grants are awarded in the following areas: Mentally retarded, deaf or hard of hearing, speech correction, visually handicapped, seriously emotionally disturbed, crippled, other health impaired (including learning disabilities), and Special Education administration.

Persons interested in applying for a Federal scholarship through the Kentucky Department of Education should contact the Division of Special Education, Department of Education, Frankfort, for detailed information. Application forms and procedures for applying are usually ready for distribution around the end of November of each year and interested persons should contact the Division at that time.